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AUTHOR Getz, Suzanne Kasper
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ABSTRACT

A two-part study investigated female college students' preferences for stereotyped or nonstereotyped role models and the relationship of such preferences to the choice of traditional versus nontraditional careers. A total of 211 women students from a mid-Atlantic state university (all the enrolled women) as well as a stratified-by-college subsample of 45 male students responded to an interview on exposure to and preference for a variety of childhood hero figures from literature, history, media, and personal acquaintance. Questions contained fixed responses of two female choices (representing stereotyped and nonstereotyped roles) and two male choices. Results were analyzed for exposure to as well as preference for role models, and comparison was made between the following subgroups: males choosing traditional majors, women choosing nontraditional majors, women choosing traditional majors, and males choosing nontraditional majors. Findings indicate that, despite the level of exposure, preferences predictably follow along sex appropriate and role appropriate lines. Greatest similarity in exposure and preference was noted between subgroups of men, followed by subgroups of women. The greatest variability was between all men and all women. Results imply that evaluation of appropriate behavior is a value judgment conveyed through socialization. Interview instruments and study data are contained in appendices. (LP)

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Differential Role Models and the College Woman's Choice of Major

Suzanne Kasper Getz

The Pennsylvania State University, Mont Alto Campus

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(Paper presented at the Fourth Annual Conference of the National Women's Studies Association Conference, Arcata, California, June 1982.)

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As a university professor these past seven years, I've had the opportunity to interact with hundreds of students trying to finalize their decisions regarding an appropriate career choice. We know that a majority of undergraduates will change their majors at least once during their college experience. Both men and women appraise their talents, interests, and abilities to select and define their life's work. One branch in the decision tree for every individual is the selection of a career that is either traditional or non-traditional for one's gender. If we as a society desire to broaden the opportunities for women as well as for men, we need to understand what life experiences contribute to a non-traditional career choice. Once identified, these factors can be more readily incorporated into the lives of all children.

This investigation concerns the impact of various socialization agents on the college student's choice of major. Career choice has been studied as an outcome variable to both

internal and external stimuli. Typical internal correlates include androgyny, sex-role attitudes, need for achievement, and personality traits. Typical external correlates include family climate, maternal employment, demographic variables, and characteristics of models. The design of this study includes both internal factors in terms of gender and external factors in terms of characteristics of vicarious models.

Envolving at least dyadic interaction between agents on the one hand and targets on the other. Some agents are in direct interaction with target individuals. Here we include parents, siblings, teachers, peers, and personal acquaintances. Other agents vicariously socialize the target individual, including characters from literature, history, and media sources who may serve as role-models. During the course of socialization, every individual comes in contact with a variety of socialization agents. In theory, we recognize the variable impact of different agents on selected individuals. This principle applies in social mold theories as well as interaction theories. A few classic studies have incorporated this tenet into their methodologies, like Ainsworth's (1978) work on infant attachment to parents versus strangers, and Bandura et al.'s (1966) work on the child's imitation of cartoon or human televised characters versus live models. Most socialization research, however, is the study of the influence exerted by one particular type of agent. This investigation is designed to relect the model of differential impact, both as agents vary and as targets vary.

It is important to note that the modern woman's occupational choice is no longer a matter of hypothetical conjecture. According to the 1980 census, 52% of all working-age women are employed outside the home, comprising 43% of the U.S. labor force. Women are most likely to be employed in the seven occupations of sales, secretary, bookkeeper, household worker, waitress, and professional nurse (Suelzle, 1970). The seven next-most-likely occupations include cleaning service, fountain worker, baby-sitter, house-keeper, file-clerk/receptionist, flight attendant, and musician or music teacher. Few of these are occupations enjoying high status in our society (Grambs & Waetjen, 1975). Some authors have even argued that, despite publicity on non-traditional careers, the rates of women employed in higher status occupations is declining (Suelzle, 1970; Moore, 1982).

In this transition time of changing availability of non-traditional career opportunities for women, I would concur with Chess and Whitbread who stated in 1978 that "this generation of ... daughters ... may be the first in history to be able to choose the careers they want" (p.v.). Therefore, the more we understand the process of career choice, the better able we will be to advocate those experiences that broaden rather than limit possibilities. Career choice is viewed here as a developmental process influenced by multiple determinants (Ginzburg, 1972; Super, 1963), with role models only one of the influential factors.

The present investigation was an attempt to examine college

women's preferences for stereotyped or non-stereotyped role models and the relationship of such preference to the choice of traditional versus non-traditional careers. Recognizing, however, that one cannot prefer what one was never exposed to, exposure to as well as preference for a variety of role models was measured. It was hypothesized that college females choosing non-traditional majors both were exposed to and prefer non-stereotypic female role models from literature, history, and media. As a basis for interpretation, comparisons were made both to college females choosing traditional majors and to college males choosing either traditional or non-traditional majors.

Methodology

During the Spring of 1980, all the women enrolled at a campus of a mid-Atlantic state university, and a stratified-by-college subsample of the men, were surveyed by one of four interviewers on their exposure to and preference for a variety of "childhood hero figures." There were 211 female subjects and 45 male subjects. The interview, developed in collaboration with Dr. Carol Farley Kessler, covered four major categories of role models: literary, historical, media, and personal-acquaintance role models. Exposure and preference within each role model category was tested by six interview questions, each with four fixed response choices related by theme (for example, detectives in literature; notable people in medicine). Each set of four responses contained two male choices and two female choices, with one of the females

representing the stereotypic female and the other representing the non-stereotypic female. (See Appendix A for a listing of the 72 vicarious agents presented in the interview.)

To measure exposure, subjects were asked if they ever read about, heard about, or viewed each character within the set of four. To measure preference, subjects were asked which character of the four they liked, admired, or emulated most, and which least. All reports of ties were noted. (For example, did you learn about Clara Barton, Albert Einstein, Marie Curie, Jonas Salk? Whom do you admire most? Least?)

All subjects reported their current major. Majors were dichotomized as traditional or non-traditional for males versus females by a separate investigation not reported here. (A copy of the investigation is available from the author on request.) It was hypothesized that females choosing non-traditional careers both were exposed to and prefer non-stereotypic female role models across categories. Males should predominantly choose male role models, regardless of chosen careers.

Results and Conclusions

The analysis of group differences in exposure employed the Chi Square Test for association. The analysis of group differences in level of preference was based on analysis of variance for main effects and interaction effects.

The results reported here include the analyses for the 72 vicarious agents of socialization, those encountered through literature, history, and media sources. Role models, those vicarious agents of socialization, differed by category type,

by sex, and by level of stereotype. The subjects, those targets of socialization, differed by sex and by choice of major. For ease of reference, males choosing traditional majors are labeled Group A Men. Females choosing the same majors, which would be considered non-traditional for them, are labeled Group A Women. Females choosing traditional majors, and males in those majors as non-traditional choices, are labeled Group B Women and Group B Men respectively. Figure 1 shows the relative composition of the groups. (See Appendix B for a review of the specifics of group compositions.)

Exposure Patterns

Let me begin with an overall summary of the range of exposure to the various characters. The questionnaire design seemed valid in that a majority of figures (53%) were experienced by 80% or better of the subjects. Only 14% of the figures were experienced by fewer than 40% of the subjects. In apparent keeping with current views that today's teenagers were raised on television more than literature, the mean exposure to media figures was calculated to be 80.5%, to historical figures at 76.1%, and to literary figures at 59.6%.

The mean exposure score to male characters was 76%. In fact, of all 72 figures studied, only Paul Revere and Ben Franklin enjoyed 100% exposure. And while the mean for female characters was expected to be lower, it came as a surprise that the mean exposure to stereotypic female characters of 67.6% was nearly equivalent to the mean exposure for non-stereotypic female characters of 68.6%. Only media figures exhibited the

differential exposure that had been predicted, with a mean for males of 89.7%, for stereotypic females at 79.6%, and for non-stereotypic females at 62.9%

Let me offer a plausible interpretation of these findings. Literature seems to offer a wide range of models to choose from, resulting in selective usage with males typically selecting to read about male heroes. Thus, literature received the lowest overall exposure score of 59.6%, yet equally sampled among stereotypic and non-stereotypic male and female characters. With regard to historical figures, the exposure is more controlled by school curricula. In this arena, the activities of non-stereotypic females would be particularly newsworthy to both male and female students. Thus, the increase in overall exposure to 76.1%, with stereotypic as well as non-stereotypic figures making historical contributions. Exposure to media figures was also controlled, at least in the past, by the possession of a single television set per family. Thus, since viewing was regulated by the family's choice of programs, brothers and sisters were exposed to the same characters. Differential exposure scores may be more a function of the family unit's lower tendency to select programs highlighting non-stereotypic females for common viewing. (Thus, the highest categorical exposure of 80.5%, with role-specific exposure ranging from most likely for male characters at 89.7% to least likely for non-stereotypic female characters at 62.9%.)

Comparisons Between Subgroups -- General Overview

The major portion of this investigation consisted of analyses for comparisons between subgroups. The primary hypotheses were drawn from Interaction Theory and its predictions for role-appropriate socialization. In particular, women choosing non-traditional careers should show a greater exposure to and preference for non-stereotypic female characters. Bear in mind that the data are correlational in nature, and no causal interpretation is intended. Subjects may be just as likely to select non-stereotypic models because they tend toward non-traditional careers as they are likely to choose non-traditional careers because they were exposed to non-stereotypic models. Interaction theory espouses this interplay between internal preparedness and external stimulation. Appropriate corollaries can also be drawn for males with exposure to and preference for male characters, as well as for traditional females with exposure to and preference for stereotypic female characters.

Secondary hypotheses were drawn from Social Mold Theory with its predictions for sex-appropriate socialization through the differential socialization of males and females. Thus, for example, women choosing traditionally masculine careers would differ from men choosing such careers by reporting greater exposure to and preference for non-stereotypic female role models as well as less exposure to and preference for male role models than male students.

Let me summarize the overall picture that resulted from the six rounds of comparisons between sub-groups on both exposure

to and preference for the 72 role models. (6 x 2 x 72 = 864 comparisons.) Of these 864 comparisons between sub-groups, 170 reached significance and 54 were recorded as trends. This 26% of the total is well beyond that expected by chance alone. Of the 224 differential comparisons, 203 were in the predicted direction, giving support to these hypotheses and strength to this theoretical framework.

Several points must be taken into consideration here. Analyzing by case for each of the 72 role models was chosen as a more rigorous test than collapsing across cases and analyzing only the 18 thematic areas or yet the three model categories. Secondly, while it is unorthodox to report trends when computing numerous comparisons, this decision was based on the desire to generate exploratory as well as descriptive data. In most cases, trend analysis mirrored the pattern for significance, although this was true more for preference than for exposure. It was the direction of the trend effects that was taken as corroborative support for these hypotheses. Finally, it is important to note that the subsamples exhibited similarity of Exposure and Preference on 74% of the cases. For the remainder of this report the focus is on those 26% of cases in which differences emerged. As an interpretation of the differces is attempted, it would be of benefit to keep in mind this context of overall similarity as a type of cohort effect, moderated by some selective differentiation resulting from role- and sex-appropriate socialization.

In reading Tables 1.1 to 6.2, please note that the numbers

represent the number of cases within categories in which significant differences ($p < .05$) or trends ($p < .10$) emerged. The level of analysis, therefore, is not a case-by-case comparison of vicarious agents, but rather an examination of the direction of differences. When significant differences are expressed as a ratio, the second number in the ratio refers to those instances in which the differences between groups did not fall toward the direction hypothesized. For instance, 11:1 of 36 signifies that 12 cases of 36 exhibited significant differences with 11 in the predicted direction and 1 in opposition to the hypothesis.

A quick perusal of the accompanying tables reveals that Exposure seems to be less variable between subsamples than Preference does. (Recall that exposure seems to have been controlled in part by school curricula and family viewing patterns.) There were, in fact, more than twice as many differential comparisons with respect to Preference than to Exposure between groups (156 vs. 68). I interpret this to mean that, while some of the variability between groups seems to be a result of differential exposure and therefore a direct result of life experiences, more of the variability seems to be an outcome of the cognitive aspects of the socialization process, by which individuals select preferences based on their own interpretation and evaluation of the appropriateness and applicableness of the experience. For example, males who once learned of Harriett Tubman's freedom activities would still tend to like, admire, or emulate Paul Revere to a greater

degree.

Further support for this view is generated by an examination of the scores for male- versus female-role models. In Exposure, there was more variability between groups when females were case examples than males (39 vs. 29). I interpret this as meaning that females are exposed to both male and female models, while males are primarily exposed to male models alone, with only secondary exposure to female models. This seems to be a reflection of the restriction theory of sex-role development which postulates that boys are not only rewarded for imitating males but also punished for imitating females to a greater degree than the reverse would be true for girls. In Preference, the variability between groups seems to be a function of the differential selection of male figures by males and female figures by females (82 vs. 74). I interpret this as meaning that, when differences do occur, they are just as likely to reflect the male's socialization to preference for male figures as the female's socialization to preference for female figures.

The greatest variability between Exposure and Preference was exhibited by the subgroups with respect to media figures. While 14 of the tests between subsamples resulted in differential exposure scores, 65 of the tests between sub-groups were found to show differential preference. In fact, that was the lowest variability in Exposure and the highest variability in Preference across all three categories of vicarious agents. Here again we see a reflection of the

regulation of exposure with one television set for family viewing, contrasted to highly selective preferences in reaction to the typical stereotype of media characters.

Comparisons Between Subgroups -- Specific Results

Let's turn now to the specific analyses for the subsample comparisons. For nearly every subsample comparison, there were at least twice as many differential preferences as differential exposure cases. There was unexpectedly less variability between subgroups in both exposure to and preference for non-stereotypic female characters. This may well be a function of the lower availability of non-stereotypic female role models. Further research is recommended to substantiate this interpretation.

Group A Students vs. Group B Students. The first test for main effects emerged from the primary hypothesis of role-appropriate socialization. (See Tables 1.1 and 1.2. Exposure = 5 of 72; Preference = 17:5 of 72.) Nearly all the differential impact between Group A and Group B students was due to the greater exposure and preference of Group A students for male characters. In addition, there was a slight tendency for Group B students to prefer stereotypic females. But all four instances of greater preference for non-stereotypic females were in opposition to the predicted hypothesis. It was the students in traditionally feminine careers, not the students in traditionally masculine careers, who exhibited greater preference for these non-stereotypic female characters.

All Women vs. All Men. With respect to the secondary

hypothesis of sex-appropriate socialization, an analysis of main effects revealed that the women were twice as likely to show greater exposure to female role models, whether stereotypic or non-stereotypic (15 of 36), than the men were to show greater exposure to male role models (6:1 of 36). (See Tables 2.1 and 2.2. Exposure = 21:1 of 72; Preference = 44:2 of 72.) This finding reiterates the earlier view of the less restrictive socialization of the female, at least in terms of exposure. The greatest number of cases of differential preferences was exhibited in this comparison between subgroups. Sex-appropriate socialization was substantiated by the result that differential preferences were nearly equal between the men selecting male characters (23:1 of 36) and the women selecting female characters (21:1 of 36). Differential preferences included instances both of Group A women showing greater preference for male figures and non-stereotypic female figures (7 of 54), and of Group B women showing greater preference for stereotypic females (3 of 18), although there were some interesting reversals in this category of preferences as well (0:4 of 72).

Group A Women vs. Group A Men. When women in traditionally masculine careers are compared to men in the same careers, sex-appropriate socialization is under test. (See Tables 4.1 and 4.2. Exposure = 22:3 of 72; Preference = 42:1 of 72.) While some of the differential exposure can be accounted for by the men's greater exposure to male characters (5 of 36), twice as many comparisons involved the women's greater exposure to

both stereotypic and non-stereotypic females (17 of 36), as well as three unexpected reversals in their greater exposure to male characters (0:3 of 36). Differential preference scores were mainly sex-appropriate rather than role-appropriate with the men exhibiting greater preference for male characters (21:1 of 36) and the women exibiting greater preference for female characters, whether stereotypic or non-stereotypic (21 of 36).

It is this set of comparisons which seems to serve as the greatest test between role-appropriate and sex-appropriate socialization. While some differences were observed within sex and within major groupings, women selecting predominantly masculine careers were as different in exposure and preference from men in such careers (22:3 of 72; 42:1 of 72) as all women were from all men (21:1 of 72; 44:2 of 72). The women studying toward those careers accorded highest status in our society still embody sex-appropriate socialization, with exposure to and preference for both stereotypic and non-stereotypic female role models.

Group B Women vs. Group B Men. The several exposure differences reported in Table 5.1 (Exposure = 8 of 72) were all predicted by sex-appropriate socialization. Men in traditionally feminine careers exhibited greater exposure to male role models (3 of 36) while women in the same careers exhibited greater exposure to female role models, whether stereotypic or non-stereotypic (5 of 36). There was, however, three times as much differential preference as exposure, with males selecting male characters (11:1 of 36) and females

selecting female characters (10:1 of 36). (See Table 5.2. Preference = 21:2 of 72.) This differential selection was as likely to include media characters as well as literary and historical characters, even though media cases evoked no differential exposure in this subsample comparison. It is still a matter for conjecture as to why sex-appropriate socialization elicits half as much variability between men and women selecting traditionally feminine careers (8 of 72; 21:2 of 72) as between men and women selecting traditionally masculine careers (22:3 of 72; 42:1 of 72).

Group A Men vs. Group B Men. In the final analysis, the sub-groups of men in traditionally masculine careers and men in traditionally feminine careers revealed the greatest similarity, as had been expected. (See Tables 6.1 and 6.2. Exposure = 0:2 of 72; Preference = 7:2 of 72.) The only differential exposure that emerged involved two reversals from the expected occurrence. With respect to differential preferences, all instances with the exception of two literary reversals involved predictable role-appropriate judgments of media characters.

Summary

I had hoped to conclude from this investigation that we need to take an advocacy stand, encouraging greater breadth of exposure to non-traditional vicarious role models. On the basis of these findings we must recognize instead that we are dealing in the realm of preception, evaluation, and judgment of

behavior. Despite level of exposure, preferences predictably seem to follow along primarily sex-appropriate and secondarily role-appropriate guidelines.

The greatest similarity in exposure and preference was observed between Group A and Group B men, followed by that between Group A and Group B women. The greatest variability in exposure and preference was observed between all men and all women, with comparable differences between those women and men choosing masculine careers. Moderate scores of similarity/variability were achieved between students in masculine careers and those in feminine careers, as well as between those women and men choosing feminine careers. What implications can we draw from these findings? The evaluation of appropriate versus inappropriate behavior is a value judgment, and values are conveyed through socialization. In this endeavor we can each have personal and professional impact. We might begin by taking action to broaden the boundaries for sex-appropriate and role-appropriate behaviors. I refer you here to Haskin's (1982) work on a fascination process for modifying attitudes toward sex-stereotyped occupations. As I continue my own analyses, I'll be moving on to comparisons of these influences of vicarious agents versus influences of agents in direct interaction with individuals.

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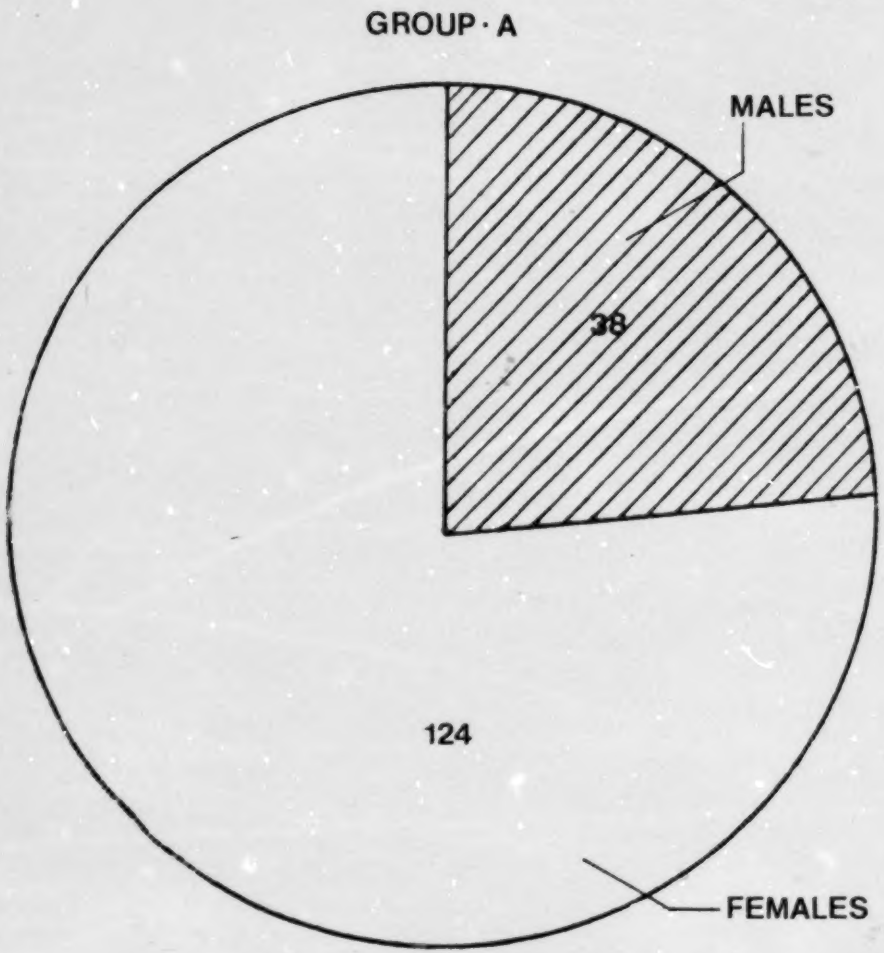
GROUP · A
MALES
38
124
FEMALES
number of students in
male - predominant careers
(n = 162)

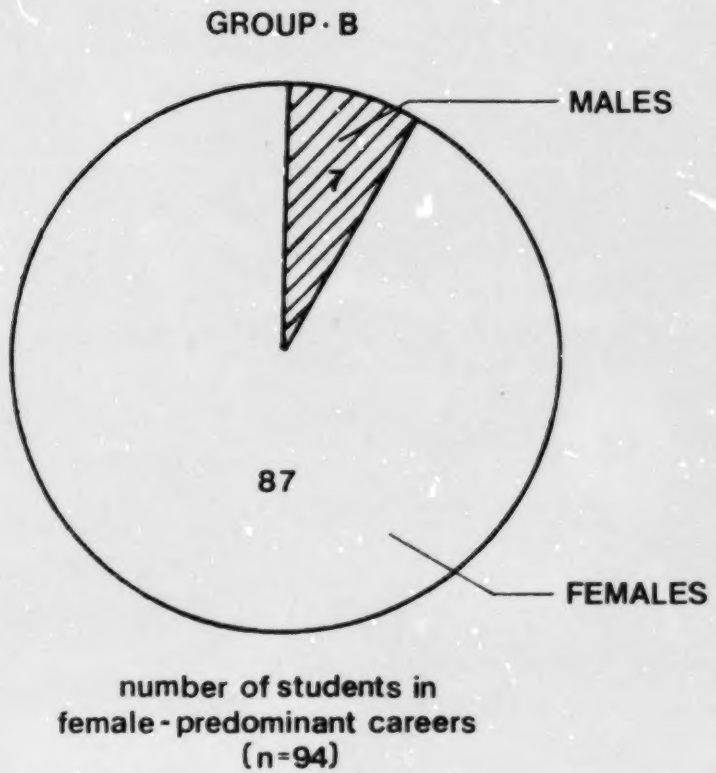
GROUP · B
MALES
7
87
FEMALES
number of students in
female - predominant careers
(n=94)

figure 1

Table 1.1

Numbers of Cases Showing Differences in Exposure to Characters Between Students in Masculine Careers (Group A) vs. Feminine Careers (Group B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	------	------	------
(trend)	_____	_____	_____
Historical Figures			
significant	1 of 12	------	------
(trend)	(1 of 12)	------	------
Media Characters			
significant	2 of 12	1 of 6	------
(trend)	------	------	------
TOTALS: 5 of 72	[4 of 36]	[1 of 18]	[0 of 18]

Table 1.2

Numbers of Cases Showing Differences in Preference for Characters Between Students in Masculine Careers (Group A) vs. Feminine Careers (Groups B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	4 of 12	1 of 6	0:2 of 6
(trend)	------	------	(0:1 of 6)
Historical Figures			
significant	2 of 12	1 of 6	0:1 of 6
(trend)	------	(1 of 6)	------
Media Characters			
significant	4:1 of 12	3 of 6	------
(trend)	(1 of 12)	------	------
TOTALS: 17:5 of 72	[11:1 of 36]	[6 of 18]	[0:4 of 18]

Table 2.1

Numbers of Cases Showing Differences in Exposure to Characters
Between All Men (Groups A & B) vs. All Women (Groups A & B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	2:1 of 12	4 of 6	4 of 6
(trend)	(1 of 12)	------	------
Historical Figures			
significant	1 of 12	3 of 6	2 of 6
(trend)	------	------	------
Media Characters			
significant	2 of 12	2 of 6	------
(trend)	------	------	------
TOTALS: 21:1 of 72	[6:1 of 36]	[9 of 18]	[6 of 18]

Table 2.2

Numbers of Cases Showing Differences in Preference for Characters
Between All Men (Groups A & B) vs. All Women (Groups A & B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	6 of 12	2 of 6	3 of 6
(trend)	(2 of 12)	------	(1 of 6)
Historical Figures			
significant	7 of 12	2 of 6	3 of 6
(trend)	------	(1 of 6)	------
Media Characters			
significant	6 of 12	5 of 6	3:1 of 6
(trend)	(2:1 of 12)	------	(1 of 6)
TOTALS: 44:2 of 72	[23:1 of 26]	[10 of 18]	[11:1 of 18]

Table 3.1

Numbers of Cases Showing Differences in Exposure to Characters
Between Non-traditional Women (Group A) vs. Traditional Women (Group B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	1 of 12	------	------
(trend)	------	------	------
Historical Figures			
significant	1 of 12	------	------
(trend)	(2 of 12)	------	------
Media Characters			
significant	------	------	------
(trend)	(2 of 12)	------	------
TOTALS: 6 of 72	[6 of 36]	[0 of 18]	[0 of 18]

Table 3.2

Numbers of Cases Showing Differences in Preference for Characters
Between Non-traditional Women (Group A) vs. Traditional Women (Group B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	1 of 12	1 of 6	------
(trend)	(1 of 12)	------	(0:1 of 6)
Historical Figures			
significant	1:1 of 12	1 of 6	------
(trend)	(1 of 12)	(0:1 of 6)	------
Media Characters			
significant	1:1 of 12	1 of 6	------
(trend)	(1 of 12)	------	(1 of 6)
TOTALS: 10:4 of 72	[6:2 of 36]	[3:1 of 18]	[1:1 of 18]

Table 4.1

Numbers of Cases Showing Differences in Exposure to Characters
Between Non-traditional Women (Group A) vs. Traditional Men (Group A)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	1:2 of 12	4 of 6	4 of 6
(trend)	(1:1 of 12	------	------
Historical Figures			
significant	------	3 of 6	1 of 6
(trend)	(1 of 12)	(1 of 6)	(2 of 6)
Media Characters			
signifcant	1 of 12	1 of 6	------
(trend)	(1 of 12)	(1 of 6)	------
TOTALS: 22:3 of 72	[5:3 of 36]	[10 of 18]	[7 of 18]

Table 4.2

Numbers of Cases Showing Differences in Preference for Characters
Between Non-traditional Women (Group A) vs. Traditional Men (Group A)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	4 of 12	2 of 6	3 of 6
(trend)	(3 of 12)	------	(1 of 6)
Historical Figures			
significant	7 of 12	2 of 6	3 of 6
(trend)	------	(2 of 6)	------
Media Characters			
significant	5:1 of 12	4 of 6	3 of 6
(trend)	(2 of 12)	------	(1 of 6)
TOTALS: 42:1 of 72	[21:1 of 36]	[10 of 18]	[11 of 18]

Table 5.1

Numbers of Cases Showing Differences in Exposure to Characters
Between Traditional Women (Group B) vs. Non-traditional Men (Group B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	------	------	------
(trend)	(3 of 12)	(1 of 6)	(1 of 6)
Historical Figures			
significant	------	1 of 6	1 of 6
(trend)	------	(1 of 6)	------
Media Characters			
significant	------	------	------
(trend)	------	------	------
TOTALS: 8 of 72	[3 of 36]	[3 of 18]	[2 of 18]

Table 5.2

Numbers of Cases Showing Differences in Preference for Characters
Between Traditional Women (Group B) vs. Non-traditional Men (Group B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	5 of 12	1 of 6	1 of 6
(trend)	------	(1 of 6)	(1 of 6)
Historical Figures			
significant	2 of 12	1 of 6	1 of 6
(trend)	------	------	------
Media Characters			
significant	2 of 12	2:1 of 6	2 of 6
(trend)	(2:1 of 12)	------	------
TOTALS: 21:2 of 72	[11:1 of 36]	[5:1 of 18]	[5 of 18]

Table 6.1

Numbers of Cases Showing Differences in Exposure to Characters
Between Traditional Men (Group A) vs. Non-traditional Men (Group B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	0:1 of 12	------	------
(trend)	------	------	------
Historical Figures			
significant	------	------	------
(trend)	------	------	------
Media Characters			
significant	------	------	------
(trend)	------	------	(0:1 of 6)
TOTALS: 0:2 of 72	[0:1 of 36]	[0 of 18]	[0:1 of 18]

Table 6.2

Numbers of Cases Showing Differences in Preference for Characters
Between Traditional Men (Group A) vs. Non-traditional Men (Group B)

	Male Characters	Stereotypic Females	Non-stereotypic Females
Literary Characters			
significant	0:1 of 12	0:1 of 6	------
(trend)	------	------	------
Historical Figures			
significant	------	------	------
(trend)	------	------	------
Media Characters			
significant	2 of 12	2 of 6	1 of 6
(trend)	(1 of 12)	(1 of 6)	------
TOTALS: 7:2 of 72	[3:1 of 36]	[3:1 of 18]	[1 of 18]

APPENDIX A

Vicarious Agents

I. Literary

1. Huck Finn
   Mary Ingalls from Little House on the Prairie
   Jo March of Little Women
   Tom Sawyer

2. Cherry Ames, Student Nurse
   Nancy Drew, Girl Detective
   Bert Bobbsey of The Bobbsey Twins
   The Hardy Boys

3. Ken McLaughlin from My Friend Flicka
   Velvet Brown from National Velvet
   Mrs. Nell McLaughlin of Thunderhead & Green Grass of Wyoming
   Alex Ramsay of The Black Stallion

4. Frodo Baggins from Lord of the Rings
   Heidi from the Heidi Series
   Dorothy from The Wizard of Oz
   Gulliver from Gulliver's Travels

5. Scott, the lawyer's daughter, in To Kill a Mockingbird
   Kunta Kinte from Roots
   Hester Prynne in The Scarlet Letter
   Old Man, from Hemingway's Old Man and the Sea

6. Juliet from Romeo and Juliet
   Tom Jones of the novel Tom Jones
   Scarlett O'Hara from Gone With the Wind
   Diggory Venn, the reddleman from Return of the Native

II. Historical

1. Clara Barton (Red Cross)
   Albert Einstein
   Marie Curie
   Jonas Salk (vaccine)

2. Anne Morrow Lindberg (author)
   Amelia Earhart (aviator)
   Antoine de St. Exupery (author of Little Prince, aviator)
   Charles Lindberg (aviator)

3. William Falkner (novelist of American society)
   Lillian Hellman (playwright, Julia was her life story)
   Pearl Buck (Nobel author of The Good Earth)
   Ernest Hemingway (novelist of adventure and war)

4. Andrew Carnegie (coal tycoon, philanthropist)
   Teddy Roosevelt (soldier, president)
   Anne Sullivan (teacher of Helen Keller)
   Margaret Mead (anthropologist)

5. Harriet Tubman (leader of underground railroad)
   Paul Revere (fought in Revolutionary War)
   Florence Nightingale (war nurse)
   General Sherman (fought in Civil War)

6. Benjamin Franklin (discovered electricity)
   Susan B. Anthony (advocate for women's right to vote)
   Jane Addams (founder of settlement houses)
   Eli Witney (inventor of cotton gin)

III. Media

1. McHale from McHale's Navy
   Dad Brady from The Brady Bunch
   Ginger from Gilligan's Island
   Julie from Mod Squad

2. Samantha from Bewitched
   Batman
   Angelique on Dark Shadows
   The Lone Ranger

3. Rod Sterling from Twilight Zone
   Captain Kirk from Star Trek
   Mrs. Robinson from Lost in Space
   Dr. Helena Ross from Space: 1999

4. Joe Mannix on Mannix
   Diane Carroll on Julia!
   David Carradine on Kung Fu
   Honey on Honey West

5. Ruth Buzzy on Laugh-In
   Lucy of I Love Lucy
   Schultz on Hogan's Heroes
   Maxwell Smart on Get Smart

6. Miss Kitty on Gunsmoke
   Adam Cartwright on Bonanza
   James West on Wild, Wild West
   Victoria on High Chapparal

Independent Variables

I. Females (N=211)

a. Group A females, non-traditional major (N=124)

b. Group B females, traditional major (N=87)

II. Males (N=45)

a. Group A males, traditional major (N=38)

b. Group B males, non-traditional major (N=7)

Subgroup Comparisons

I. Main Effects

a. Choice of Major: masculine choice (Group A females and males) vs. feminine choice (Group B females and males)

b. Sex of Subject: females (Groups A & B) vs. males (A & B)

II. Interaction Effects

a. Females by Major: non-traditional (Group A) vs. traditional (Group B)

b. Masculine Choice by Sex: Group A females vs. Group A males

c. Feminine Choice by Sex: Group B females vs. Group B males

d. Males by Major: traditional (Group A) vs. non-traditional (B)

Dependent Variables on (1) Exposure and (2) Preference

I. Literary Figures

a. Male Characters (k=12)

b. Stereotypic Female Characters (k=6)

c. Non-stereotypic Female Characters (k=6)

II. Historical Figures

a. Male Characters (k=12)

b. Stereotypic Female characters (k=6)

c. Non-stereotypic Female Characters (k=6)

III. Media Figures

a. Male Characters (k=12)

b. Stereotypic Female Characters (k=6)

c. Non-stereotypic Female Characters (k=6)